



IRMO MIDDLE

6051 Wescott Road
Columbia, SC 29212

Grades	6-8 Middle School	
Enrollment	882 Students	
Principal	Marie Waldrop	803-476-3600
Superintendent	Stephen W. Hefner, Ed. D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Good
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

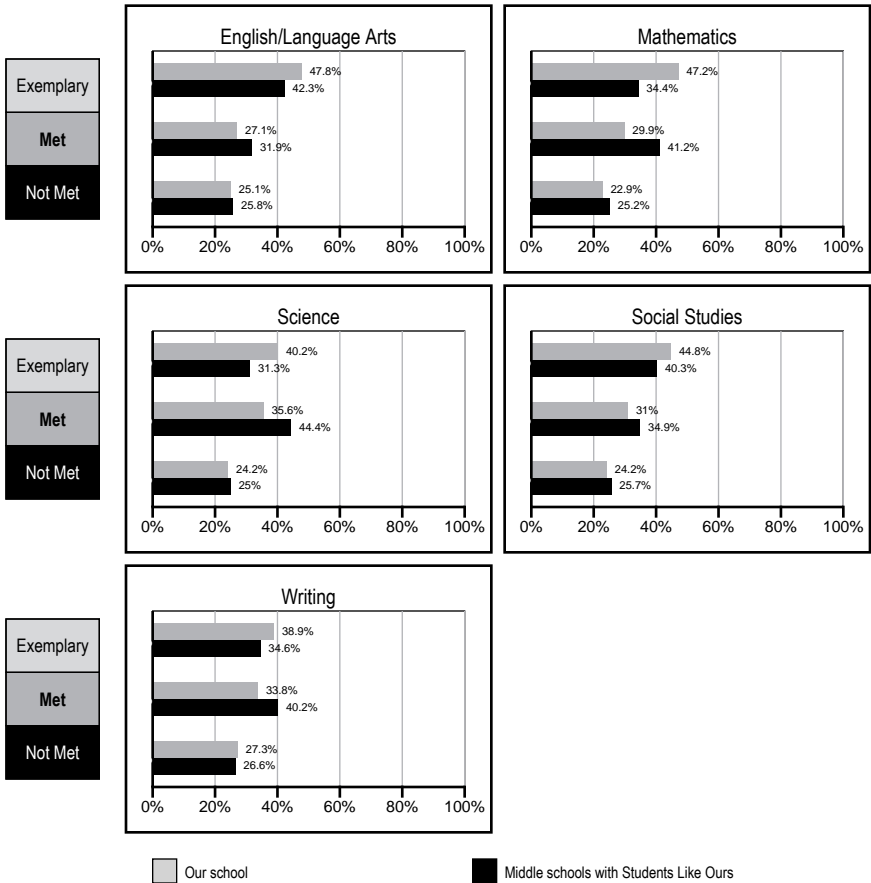
95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	22	11	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.5%
English 1	N/A	92.7%
Biology 1/Applied Biology 2	N/A	96.9%
Physical Science	N/A	24.1%
US History and the Constitution	N/A	100%
All Subjects	100.0%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=882)				
Students enrolled in high school credit courses (grades 7 & 8)	66.6%	Up from 65.6%	30.8%	24.5%
Retention rate	1.1%	Up from 0.8%	0.5%	0.7%
Attendance rate	96.6%	Up from 96.4%	96.1%	95.9%
Served by gifted and talented program	33.0%	Down from 35.9%	24.3%	17.8%
With disabilities other than speech	14.1%	Down from 14.4%	8.0%	9.2%
Older than usual for grade	0.3%	Down from 1.1%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.8%	Down from 7.4%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	81.5%	Up from 81.1%	60.0%	60.0%
Continuing contract teachers	93.8%	Down from 94.6%	82.0%	82.6%
Teachers returning from previous year	87.2%	Down from 88.0%	87.6%	85.6%
Teacher attendance rate	94.6%	Down from 95.7%	95.5%	95.3%
Average teacher salary*	\$51,809	Up 2.4%	\$46,763	\$46,300
Professional development days/teacher	11.0 days	Down from 11.3 days	10.0 days	9.9 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	25.4 to 1	Up from 22.1 to 1	23.3 to 1	21.5 to 1
Prime instructional time	90.5%	Down from 91.2%	90.6%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,256	Down 6.5%	\$7,143	\$7,634
Percent of expenditures for instruction**	64.6%	Up from 61.6%	64.6%	64.0%
Percent of expenditures for teacher salaries**	63.7%	Up from 60.7%	62.4%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Irmo Middle School, a recognized leader in educational excellence, is committed to ensuring the development of the unique potential of each student as a lifelong learner through a comprehensive and challenging education program that embraces the best of traditional and innovative practices within a caring, supportive, diverse, and safe community of learners. In addition, our students experience a strong fine arts curriculum both in specialized classes and through arts infusion. Students have numerous opportunities to develop and showcase their talents in all areas. In addition, other accomplishments for the 2010-2011 school year include:

IMS received an Excellent rating on the School Report Card for 2010 and also met Adequate Yearly Progress (AYP).

Irmo Middle School was recognized as a PALMETTO GOLD SCHOOL by the State Department of Education. Mr. Scott Thur was the 2010-2011 Irmo Middle School Teacher of the Year.

Ms. Marcelle Boland was the 2010-2011 IMS Support Employee of the Year.

Vickie Davis and Reina Floyd achieved National Board Certification.

IMS Boys Basketball Team won the State Championship coached by Barry Lee.

IMS received a \$5,000 grant from Food Lion and Pepsi to be used to expand the school pantry, which serves families in need.

Fifty-five (55) 8th graders qualified as Scholars on the PSAT.

In the State MathFest Competition, IMS had a seventh- and eighth-grade individual winner and had nine eighth-graders and five seventh-graders qualify for Regionals.

IMS had a student place first in the Optimist Club Oratorical Speech contest.

IMS Orchestra received both Excellent and Superior Ratings at the Music in the Parks Festival at Pigeon Forge, Tennessee. This group also received Superior ratings in other competitions.

IMS Band performed at the Heritage Music Festival in Washington, DC and received Superior ratings. IMS Band attended other competitions and received Superior and Excellent Ratings. In addition, the IMS Band was the recipient of the 2010-2011 Outstanding Performance Award.

The IMS Faculty Handbook was recognized by the SC Chapter of the National School Public Relations.

IMS won all three levels of the District Operation Lifesaver Railroad Safety Poster Contest.

IMS students won all three levels of the District School Bus Safety Poster Contest.

IMS Academic Team placed fourth in the State Competition.

A very special thank you to all of our students, parents, teachers, counselors, administrators, and support staff who work together to make Irmo Middle School a wonderful place for adolescents to learn and grow in a positive and nurturing environment.

Marie Waldrop, Principal

Danny Koon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	71	390	192
Percent satisfied with learning environment	93.0%	80.3%	85.2%
Percent satisfied with social and physical environment	94.4%	82.8%	81.7%
Percent satisfied with school-home relations	95.8%	84.8%	84.1%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 18 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	878	99.7	24.6	26.4	49	82.5	89.6	82.4	Yes	Yes
Gender										
Male	441	99.8	29.9	23.1	47.1	77.2	86.7	78.7	N/A	N/A
Female	437	99.5	19.4	29.8	50.8	87.9	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	400	99.8	13.2	18.4	68.3	91.2	93.8	88.9	Yes	Yes
African American	409	99.5	36.2	33	30.9	73.4	80.2	72.9	No	Yes
Asian/Pacific Islander	25	100	8.7	39.1	52.2	95.7	94	93	I/S	I/S
Hispanic	40	100	37.8	29.7	32.4	75.7	85.4	79.3	I/S	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
Disability Status										
Disabled	146	98.6	56.5	18.1	25.4	56.5	60.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	23	95.7	22.7	50	27.3	86.4	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	438	99.3	38.9	29.3	31.8	71	79.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	878	99.7	22.9	29.7	47.4	86.1	90.6	81.9	Yes	Yes
Gender										
Male	441	99.8	25.5	28.2	46.4	82.3	88.7	79.9	N/A	N/A
Female	437	99.5	20.3	31.2	48.4	89.8	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	400	99.8	13.5	24.2	62.3	92.2	95	88.9	Yes	Yes
African American	409	99.5	33.8	34.8	31.4	79.3	80.8	71.4	Yes	Yes
Asian/Pacific Islander	25	100	4.3	13	82.6	95.7	96.6	94.6	I/S	I/S
Hispanic	40	100	21.6	48.6	29.7	86.5	85.8	81.1	I/S	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
Disability Status										
Disabled	146	98.6	55.8	24.6	19.6	53.6	63	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	23	95.7	13.6	36.4	50	90.9	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	438	99.3	36.9	33.1	30.1	77.3	80.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	647	99.5	24.2	34.9	40.9	75.8	81.2	68.6
Gender								
Male	330	99.7	26.2	28.8	45	73.8	80.2	68.3
Female	317	99.4	22.2	41.1	36.8	77.8	82.2	68.9
Racial/Ethnic Group								
White	291	99.3	12.8	29.1	58.2	87.2	89.5	80.7
African American	305	99.7	35.8	40.4	23.8	64.2	62.7	51.4
Asian/Pacific Islander	20	100	10.5	36.8	52.6	89.5	89.7	85.3
Hispanic	29	100	30.8	38.5	30.8	69.2	76.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	70.8
Disability Status								
Disabled	106	99.1	61	22	17	39	49.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	15	93.3	26.7	33.3	40	73.3	73.6	60.7
Socio-Economic Status								
Subsidized meals	329	99.4	36.7	39.7	23.7	63.3	65.8	57.3

Social Studies

All Students	644	99.7	23.5	32.1	44.5	76.5	85.5	72.5
Gender								
Male	324	99.7	24.8	24.8	50.5	75.2	84.1	72
Female	320	99.7	22.2	39.4	38.4	77.8	86.8	73.1
Racial/Ethnic Group								
White	292	99.7	11.4	29.3	59.3	88.6	91.7	81
African American	298	99.7	36	35.3	28.7	64	71.3	60
Asian/Pacific Islander	21	100	10.5	26.3	63.2	89.5	91.3	89
Hispanic	29	100	29.6	37	33.3	70.4	81.3	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92.6	73.5
Disability Status								
Disabled	105	99.1	47.5	36.6	15.8	52.5	56.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	18	94.4	16.7	33.3	50	83.3	83.8	69.7
Socio-Economic Status								
Subsidized meals	318	99.4	36.8	34.4	28.8	63.2	70.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	443	98.7	27.1	33.9	39	72.9	83.4	73.2	96.6	96.8
Gender										
Male	216	98.2	38.4	29.8	31.8	61.6	77.5	67.2	96.5	96.8
Female	227	99.1	16.5	37.7	45.8	83.5	89.2	79.4	96.6	96.8
Racial/Ethnic Group										
White	205	98.5	16.7	32.8	50.5	83.3	88.6	81.5	96.6	96.7
African American	204	98.5	36.6	37.1	26.3	63.4	72.1	61.3	96.4	97
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.8	87	98.4	97.8
Hispanic	23	100	45.5	27.3	27.3	54.5	70.5	66.7	97.4	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	72.2	95.9	96.4
Disability Status										
Disabled	56	91.1	83	14.9	2.1	17	40.5	26	95.7	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	30.8	46.2	23.1	69.2	75.8	65.7	97.4	97.3
Socio-Economic Status										
Subsidized meals	220	99.1	40.1	34	25.9	59.9	71	63.2	95.8	96.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	14	100	N/A	N/A	N/A	78.6
	7	446	100	19.7	29.3	51	80.3
	8	425	99.8	28.1	29.1	42.9	71.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	14	100	23.1	23.1	53.8	76.9
	7	423	99.5	24.1	25.6	50.4	75.9
	8	441	99.8	25.2	27.4	47.5	74.8
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	14	100	28.6	21.4	50	71.4
	7	446	100	19	36.5	44.5	81
	8	425	99.8	25.3	38.1	36.6	74.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	14	100	30.8	46.2	23.1	69.2
	7	423	99.5	22.6	25.8	51.6	77.4
	8	441	99.8	23	32.9	44.1	77
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	10	I/S	I/S	I/S	I/S	I/S
	7	444	100	16.6	47	36.4	83.4
	8	214	99.5	21.2	28.6	50.2	78.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	8	I/S	I/S	I/S	I/S	I/S
	7	415	99.5	21.9	42.1	36	78.1
	8	224	99.6	27.8	22.2	50	72.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	6	I/S	I/S	I/S	I/S	I/S
	7	445	99.8	22.2	32.5	45.3	77.8
	8	210	100	19.8	38.6	41.6	80.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	8	I/S	I/S	I/S	I/S	I/S
	7	420	99.5	27.5	32.2	40.3	72.5
	8	216	100	16.5	30.5	53	83.5
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	14	7.1	I/S	I/S	I/S	I/S
	7	447	95.8	21.3	38.9	39.9	78.7
	8	430	99.3	24.6	37.4	37.9	75.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	443	98.7	27.1	33.9	39	72.9

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